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ABSTRACT

Manual I describes the VIDEOSHARE Project, a demonstration project employing systematic, video-based technology in preschool special education classrooms to supplement traditional measures of academic and developmental progress. The VIDEOSHARE model focuses on using video to: (1) enhance family-school partnerships; (2) increase child study team (CST) effectiveness; and (3) improve therapeutic interventions. Preparing videotapes for families involves filming the child participating in school activities and limited editing. These videotapes have been very positively received by parents (N=60). Preparing videotapes for the purpose of increasing CST effectiveness involves more planning and coordination prior to videotaping and then careful editing. CST members (N=35) reported very positive perceptions of the impact of video on their understanding of the child's social competence, academic status, and benefit from integration. The use of video to improve therapeutic interventions is still more labor intensive. Video was used to train eight paraprofessionals in a coteaching instructional technique. Participants reacted positively to the video and improved their performance substantially, especially when one-on-one performance feedback was provided along with the video. Manual II addresses, in detail, the practical aspects of implementing video to enhance family-school partnerships, increase child study team effectiveness, and improve therapeutic interventions. After an overview of the VIDEOSHARE model, the manual addresses issues of confidentiality and access to video records. Individual sections then address: (1) information for starting a videotaping program (e.g., integrating videotaping in the classroom schedule and setting up a labeling system); (2) five steps to setting up the data sampling system (from identifying goals and activities through ensuring safety); (3) videotaping classroom activities (e.g., student arrival, transitions, social play, learning centers, snack, and recess); (4) using the video camera; (5) editing video records (includes reviewing tapes for editing and basic and advanced editing techniques); and (6) equipment tips (regarding the camera, battery pack and charger, tripod, sound, lighting, and storage). The appendix includes various sample forms including consent forms, an access log, videotape loan log, weekly planning sheet, and videotaping request and review forms. (DB)

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= Manual I =

An Introduction

to

The VIDEOSHARE Project

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An Introduction to

The VIDEOSHARE Project

by

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Authors would like to express their thanks to Linda Kron and Tane Walmsley for allowing the VIDEOSHARE Model to be developed and field tested in their integrated preschool programs. Another special note of thanks goes to Rhonda Alt Honzel and Jonathan Ayers for their editing and graphic contributions.

Preparation of this paper was supported in part by Grants H024D10024 and H024D0009 from the Early Education Program for Children with Disabilities, Office of Special Education and Rehabilitation Services, U.S. Department of Education. Recipients of U.S.D.E. grant funds are encouraged to express their professional opinions. However, the opinions expressed herein do not necessarily reflect the position or policy of the federal sponsor and no official endorsement should be inferred.

AN INTRODUCTION TO THE VIDEOSHARE PROJECT

The VIDEOSHARE Project demonstrates to schools and other agencies how to effectively plan for, implement, and evaluate video records in integrated educational programs.

"A picture is worth a thousand words," the old saying goes. Nowhere is this more true than when viewing the life progression of a child. Video recording of a child's actions speaks in ways a still photograph, or words and numbers, cannot. It provides a powerful medium by which accurate and descriptive child progress records can be obtained. This overview describes how each component of the VIDEOSHARE Model employs video records to document child progress and how these records effect targeted audience members. The VIDEOSHARE Classroom Videotaping Guide (Manual 2) describes in detail how to set up, implement, and evaluate the model in the classroom.

Beyond their use as a means of recording almost any event, portable video cameras have given us the capability to utilize video technology for diverse educational purposes and settings. Educators and families frequently express frustration at the limitations imposed by traditional norm and criterion-referenced measures of child development. Video taping yields the potential for richly detailed records of a child's actual development. Fortunately, video equipment is found in nearly every school and the vast majority of homes. Properly used video recorders can open a myriad of possibilities for educators seeking to enhance communication between families and school, supplement traditional assessment measures, and improve therapeutic interventions.

THE VIDEOSHARE Model

Educators and families frequently express frustration at the limitations imposed by traditional norm and criterion referenced instruments used to measure child development. The VIDEOSHARE Model offers an innovative approach that addresses the shortcomings of these paper-based records by supplementing them with video records which provide richly detailed visual accounts of a child's actual development. This unique model addresses each of the following areas:

- Improving assessment information
- Facilitating communication among all care and service providers and families
- Addressing the needs of family awareness
- Contributing to family involvement
- Assisting with transitions into least restrictive settings
- Providing for more efficient interagency cooperation
- Enhancing instruction in therapeutic interventions
- Documenting the needs and achievements of children across all classroom environments
- Targeting multiple audiences

The VIDEOSHARE Model employs systematic, video-based data collection and record keeping to augment existing information about child strengths and needs, achievements, and therapeutic interventions during the school year. It involves making video records of children's activities during daily integrated preschool routines, collecting early and late school year

classroom performance on videotape, and video taping effective therapeutic interventions.

These video records are extremely powerful sources of information. Properly utilized, they can enhance generalization of child skills in the home, increase the likelihood of transition into the least restrictive environment, and maintain the integrity and fidelity of effective therapeutic interventions by caregivers.

In addition to serving as an extremely powerful form of information, video records of a child's school day are a particularly effective tool in rural environments where schools may be separated by great distances, extreme weather conditions, and numerous geographical barriers. In rural service delivery, the most salient advantage of using video records is that videotapes can traverse such environments much more easily than people. They are a timely and mobile source of information which provides training for families and enhances transdisciplinary teaming, transition planning, and achievement documentation.

VIDEOSHARE COMPONENTS

The VIDEOSHARE Model can be broken down into three components, each based on critical needs that affect young children with disabilities and their families.

- **Enhancing Family-School Partnerships**
- **Increasing Child Study Team Effectiveness**
- **Improving Therapeutic Interventions**

The following sections provide an overview of these components.

Enhancing Family-School Partnerships

The purpose of the first component, **Enhancing Family-School Partnerships**, is to foster effective communication between the school and family. This component involves making videotape records of children's activities during daily classroom routines and sharing them with family members. The intent of these tapes is to increase family awareness of children's activities and achievements at school and to encourage carry-over of children's accomplishments into the home setting.

A videotape for families is relatively easy to produce and involves limited editing. Simply set up the video camera and begin taping a child who is participating in daily activities. Because families enjoy watching lengthy segments of tape which portray their child interacting at school, very little editing is required for this type of video record. The family video record may be made for a particular child's family, or it may include the entire class for an open house viewing.

Feedback from Families

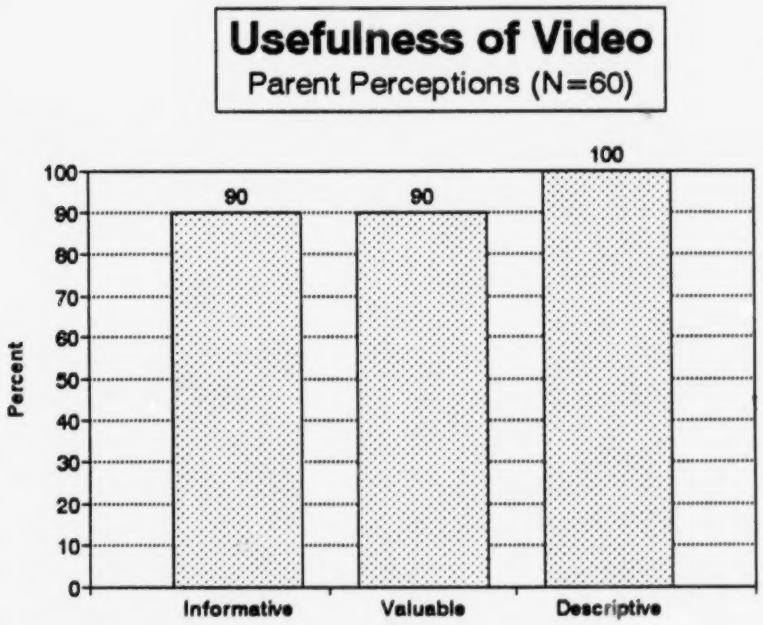
Information supporting videotaping in the classroom as an effective means to enhance family-school partnerships has been collected from families. In a study assessing families' reactions to videotapes of their children's classroom activities, 60 parents attending evening open houses were asked to respond anonymously to a written questionnaire. The survey included key questions regarding how informative videotapes were, and the extent to which viewing videotapes enhanced the families' knowledge of preschool activities.

When parents were asked about their child's daily activities at school, 90% of the parents responded positively that videotapes provided valuable information about their child's daily activities at school. Furthermore, 90% of the parents indicated that tapes enhanced their knowledge of overall program activities. Finally, all parents responding to the questionnaire positively responded that videotapes made the program descriptions more meaningful.

In response to other items on the questionnaire, 98% of parents requested that videotapes be made available for viewing at home. In addition, 98% of families indicated that they had access to a VCR which could be used in the home.

As is often the case for rural families, 27% of parents indicated that they were "rarely" or "never" able to visit the preschool during the day. All of these families indicated that observing videotapes provided valuable information.

The following graph illustrates the overall positive impact of video records on families.



Increasing Child Study Team Effectiveness

The purpose of the second component, **Increasing Child Study Team Effectiveness**, is to document, illustrate, and share with others the progressive gains that children achieve over extended periods of time. The primary audience for these video records is personnel at the receiving school and all other Child Study Team (CST) participants. The second component involves collecting videotapes of classroom performance at the beginning of the school year and again at the end. Early and late year videotape footage is compiled into a video record which is used to validate and supplement information shared by preschool staff concerning the child's progress and accomplishments during the school year.

Producing a video record for CST participants involves planning and coordination prior to videotaping and then editing the tapes for viewing. This process involves identifying behaviors, IEP objectives, and interventions which are to be documented, and the times during which these activities occur. At the beginning of the school year pre-assessment data is gathered by videotaping the child during the pre-determined activities. Throughout the year post-assessment data is gathered by periodic skill sampling of the same activities. Near the end of the school year these tapes are edited into a composite video record which shows child progress in a variety of areas. This tape is then viewed at CST, IEP, and transition meetings.

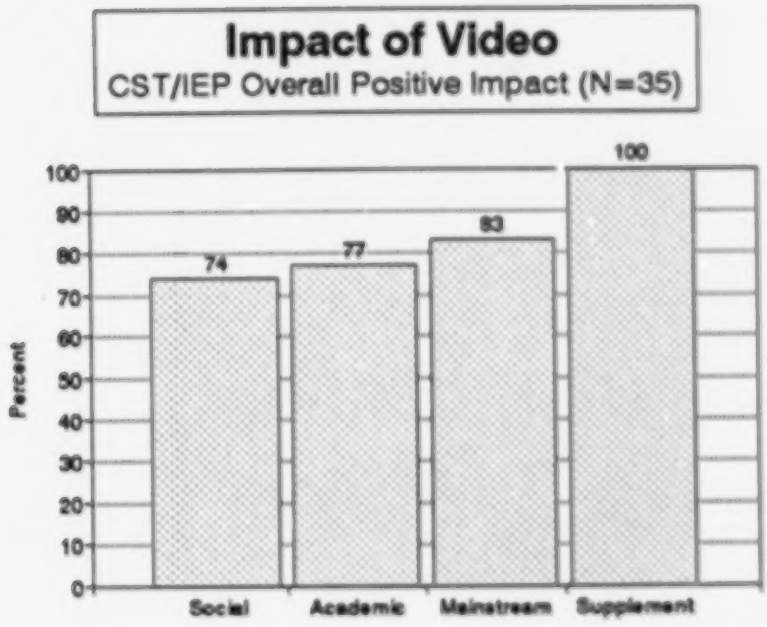
Impact on Child Study Teams

Data from child study teams indicate that when video records are shown children are more frequently placed in a less restrictive environment. The authors examined the extent to which members of receiving school CSTs are influenced by observing brief (less than 10 minute) videotapes that document early and late year preschool child performance. After viewing a child's composite tape, CST participants (N=34) completed a brief questionnaire concerning the additional contribution that the video records made when used to supplement other information. CST participants included receiving school special education and regular education teachers,

school and clinical psychologists, related service provider, administrators, and nurses.

Of the CST respondents, 83% indicated that viewing video records increased their perception of the extent to which the child would benefit from integrated placement and 74% indicated that their perception of the child's social competence increased. With regard to academic readiness, 77% indicated that their perception of the child's academic status increased. All respondents agreed that video records were a helpful supplement to other information presented at the CST meeting. The individuals who responded neutrally indicated a pre-existing awareness of the child's abilities.

The graph below illustrates the overall positive responses from child study team participants.



The following statement made by a child study team member after viewing a child video record at a CST meeting illustrates the effectiveness of video-based assessment in the classroom.

> The videotape was a tremendous aid in pulling eight adults together. We all saw the child across a variety of environments and at varied intervals. It was a wonderful tool to see her in a consistent light. There was a fine variety of situations presented on the tape and it gave us the most information to make a placement decision.
>
> Anonymous, 1991

Improving Therapeutic Interventions

The purpose of the third component, **Improving Therapeutic Interventions**, is to promote transdisciplinary practice by demonstrating effective therapeutic interventions. It involves making video records of such interventions to share with members of the preschool staff, families, receiving school personnel, and additional team members.

Video records of therapeutic interventions are intended to supplement existing training efforts and to provide valuable information about techniques used by qualified specialists. These visual demonstrations enable families and school personnel to observe therapeutic interventions that have been successful in the classroom. In addition, they provide a detailed record which helps receiving school personnel support the child's generalization of skills and maintenance of performance after transitioning into a new school setting. CST members who have viewed early and late year video records frequently express great interest in obtaining tapes of therapeutic interventions.

Video records of therapeutic interventions are valuable in that they actually demonstrate how to work with children. However, the videotaping may be somewhat labor intensive. To make this type of videotape, the teacher must plan in advance what intervention to record and coordinate with the therapist or other specialist who will be demonstrating the intervention. This specialist must be able to demonstrate and discuss the therapeutic intervention while performing it. At the same time, there must be a person to operate the camera who knows how to zoom in for close-ups of specific actions or to reposition the camera for optimal angles. Editing will most likely be necessary because interruptions or problems frequently occur during the taping of interventions.

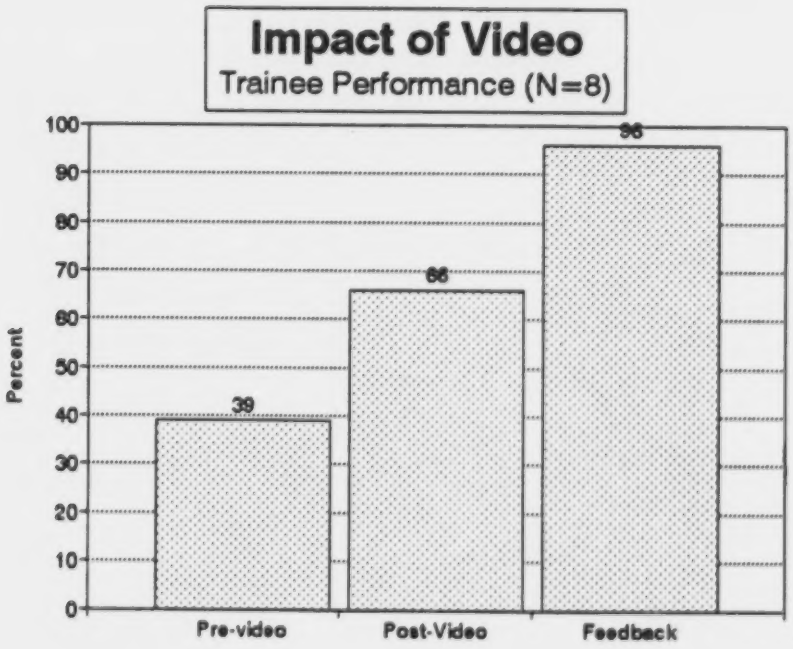
Impact on Interventions

A study was conducted to examine the effects of viewing videotaped therapeutic interventions on clinical practice. Eight paraprofessionals were observed and assessed as they implemented the CO-TEACH Instructional

Model. Three experimental conditions included written instructions only, written instructions plus video instruction, and written and video instructions plus performance feedback. In addition, paraprofessionals were asked to complete a brief questionnaire concerning the perceived usefulness of the therapeutic videotape.

The results from the questionnaire provide subjective information which indicates that the paraprofessionals perceived the video instruction to provide valuable information and to be a helpful supplement in implementing the instructional model. While only 25% of the paraprofessionals reported performance at a "good" level prior to viewing the videotape, 88% reported that they could perform the instructional model at a "good" level after viewing the video.

On a more objective level, results of the behavioral assessment show that before viewing the videotape the students received an average correct score of 39% on the trainee checklist. After viewing the therapeutic interventions on videotape, correct performance significantly increased to 66%. After one-on-one performance feedback, overall correct performance increased to an average of 96%. These data indicate that personal feedback is a necessary part of adequate training and that intervention videotapes should not be used to supplant personal contact in training efforts. The graph below illustrates summative results of the assessment.



Summary

As can be seen from the preceding data, the VIDEOSHARE Model provides a means of increasing family involvement in planning and delivery of services, particularly for families who are unable to be present during typical preschool hours. In addition it has the potential for increasing placement of children in the least restrictive environment. Finally, because interagency coordination can be enhanced by sharing videotape records, the model serves to improve both the efficacy and cost-effectiveness of special education and related services in rural areas.

For a detailed description of how to implement the model, please refer to the second manual, The VIDEOSHARE Project Classroom Videotaping Guide. For further information on the VIDEOSHARE Outreach Project you may contact project personnel.

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= Manual II =

The VIDEOSHARE Project Classroom Videotaping Guide

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The VIDEOSHARE Project
Classroom Videotaping Guide

by

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with

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VIDEOSHARE Site
Assessment

Do you currently serve children with disabilities? Please describe the population (ages, disabilities, etc.) you serve and the range of services provided.

Do you currently use video technology in your classroom?
If so, how?

Has your experience with videotaping been positive or negative? Please explain.

What type(s) of assistance do you feel you would benefit from most?

Overview of the VIDEOSHARE Model

The accessibility of video equipment and the ease with which video cameras can be used have opened up innovative new avenues for educators seeking to enhance traditional assessment measures. This manual is intended to provide the most technically innocent reader with enough basic knowledge to begin using video technology in the classroom -- from planning how to fit videotaping into daily schedules to actually setting up, using the equipment, and making effective videotapes.

As stated earlier in *Manual I: An Introduction to the VIDEOSHARE Project*, the purpose of the VIDEOSHARE Project is to promote the use of video technology in special education classrooms by using video records to supplement traditional academic and developmental measures. Video records provide compelling evidence of a child's strengths, needs, and achievements and can add vital information to the decision making process which will determine future interventions, educational programming, and placement. The VIDEOSHARE Project promotes the use of videotaped records to address each of the following areas:

- enhancing family awareness
- encouraging family involvement
- facilitating communication among all care and service providers and families
- documenting needs and achievements of children across all classroom environments
- improving assessment information
- assisting with transitions into least restrictive settings
- providing for more efficient interagency cooperation
- enhancing carryover training of therapeutic interventions

The VIDEOSHARE Project includes three components, each targeting critical issues that affect young children with disabilities and their families. Because these components have different purposes, they require different kinds of video records and different techniques for collecting data on videotape. In order to use videotaping as an efficient data collection method, the VIDEOSHARE Project has devised an effective data sampling system which involves key activities that directly correspond to each of the three components of the VIDEOSHARE Project described below.

The first component, **Enhancing Family-School Partnerships**, involves making videotape records of children's activities during daily preschool routines to share with family members. These records are intended to increase family awareness of children's activities and achievements at school, to enhance communication between family and school, and to encourage carry-over of children's school accomplishments into the home. They are supplemental to other strategies that enhance family-school partnerships such as an open classroom policy, personal contacts, open houses, parent-teacher conferences, newsletters, IEP progress reports, and support groups. For this component, data sampling involves taping relatively long sequences of a single child's activities for the family to view at home. Because classmates may appear in these tapes it is crucial that all parents consent to the use of video (see page 5). Records of this type are typically collected throughout the preschool year and by request from families. Little effort is required to edit tapes for families, particularly when in-camera editing (see page 28) has been employed during taping.

The second component, **Increasing Child Study Team Effectiveness**, involves collecting videotape data of classroom performance at the beginning of the school year, mid-year, and again at the end. The primary audience for these video records is personnel in the receiving classroom as well as other Child Study Team (CST) participants. These records are used to validate and supplement the information which is shared by special preschool staff concerning

the child's progress and accomplishments during the school year. To produce a CST tape, data are collected on videotape according to classroom activities (e.g., social play, circle time, individualized therapy, snack). Each activity has a specific videotape on which the early-, mid-, and late-year performances of all students during that activity are collected. The footage of individual children on each cassette is then carefully indexed and logged, so that salient video data can be retrieved easily. This sampling technique greatly reduces the amount of raw data that preschool staff will have to review in order to create concise video records of individual children for CST reviews.

The third component, **Improving Therapeutic Interventions**, promotes transdisciplinary practice by providing visual demonstrations of therapeutic interventions that have been proven to be effective. The intended audience for videotaped interventions includes members of the special preschool staff, receiving school personnel, parents, and CST members. These records are intended to supplement existing training efforts and to provide information about the specific techniques used by qualified specialists. They are to be viewed by other members of the preschool team and parents in order to assure the consistency of interventions across settings. When shared with receiving schools, videotape records of therapeutic interventions support the child's skill maintenance subsequent to transition and avoid receiving school personnel having to "reinvent the wheel." The contents of a therapeutic intervention tape are determined by IEP goals, therapist priorities, and family input. The sampling technique for a therapeutic intervention tape involves coordinating with the specialist and having a person to set up and operate the equipment so that the intervention can be documented clearly on tape. If there is a limited number of staff, it may be necessary to use a remote control to operate the camera.

Although the VIDEOSHARE Project focuses on the three preceding components, other applications for videotaping include making videotapes for open houses, parent meetings, and staff meetings. Whatever the goals and benefits of videotaping, the process of taping and

editing can be time consuming and labor intensive. With this in mind, the information in this manual is intended to reduce the time required to make accurate and useful records on videotape and to simplify their production.

This manual will provide information on how to implement the VIDEOSHARE Data Sampling System in educational settings. It includes illustrations and forms which are useful for keeping track of videotaping efforts. The first two sections of the manual discuss the issues of confidentiality and access to video records. The third section provides an overview which introduces the reader to making video records--from planning a labeling system to editing. The following sections provide a step-by-step procedure for setting up the data sampling system, a list of typical classroom activities and skills to be videotaped, information on using the video camera and editing, and features to look for in equipment. Blank forms are included in the Appendix for the reader to copy and use.

Confidentiality

Videotape records contain personal information and should be given the same careful treatment and consideration as paper-based records. The Consent Form on the following page and in Appendix A describes the nature and use of video records and should be signed by each child's parent or guardian before any formal taping programs are implemented. Some parents may not want their children videotaped for religious, cultural, or personal reasons. In these circumstances, it is important to tape only children whose parents or guardians have signed a consent form. Questions regarding the legality of videotaping in one's school or state should be directed to the building principal or supervisor.

VIDEOSHARE Project

Consent To Film, Photograph, and Videotape

One of the main components of this project is to videotape children's interactions throughout the school year to document social and educational gains. Tapes are available for those families who request copies for their own records. Because the entire class may be videotaped together, we ask parental permission to loan tapes to other families who are enrolled in the program and to other agencies for educational purposes. If you have any questions, please contact your child's teacher.

I hereby give my consent to photograph, film, or videotape my child, _____.

I have been informed and understand that the photographs, films, videotapes, or any reproduction thereof may be used and distributed to authorized personnel for the purposes of illustrating my child's progress or training persons in the field of education. I consent to such use of the above listed media. I also understand that the parents of other children in the program may see my child on videotapes of their own children. I further understand that I can revoke my consent at any time.

_____

Signature

_____

Date

Access to Video Records

Because of confidentiality, videotape records should be stored in a locked cabinet when not in use and released only to authorized personnel. The VIDEOSHARE Project requires that an access log be maintained. This log must document the date of access, the name of the person viewing the tape, the names of children being viewed, and the reason for viewing the videotape. An example of a completed Access Log can be found on the following page, and a blank form is in Appendix B.

Additionally, videotape footage of a child that is loaned to other agencies or school personnel must be noted in a loan log. Always keep original tapes and loan only dubbed copies. For example, when written documents are photocopied, the original information is kept for school records and the copy is sent to the other agency. The same concept applies to videotape records. An example of a completed Videotape Loan Log can be found immediately after the Access Log, and a blank Loan Log is in Appendix C.

VIDEOSHARE
Access Log

Information contained on these videotapes is to be treated as confidential and the tapes are not to be viewed by anyone other than authorized personnel. No part of this information shall be released without written permission of the parent or legal guardian and authorized school personnel.

Authorized personnel who have legitimate access to these records are the same as those with access to paper-based records. Usually this includes:

1) the student's parent or legal guardian

2) school officials, teachers, school psychologists, therapists, or other support staff within the school that have legitimate educational interest in the student's program

3) personnel collecting or editing videotape data

4) those with court orders.

Name	Child's Name	Date	Reason for Access
Tim Smith	Tiffany	10/9	Review Progress
Linda Brown	Johnny	12/3	View therapeutic interventions
Robin Jones	Rob	3/20	Observe activities

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VIDEOSHARE
Videotape Loan Log

Name of borrower:	John Smith
Address:	0000 Pine Drive
Phone #:	111-2222
Date loaned:	10/3/93
Name of tape:	Tommy's Composite Tape
Description:	Early- and late-year performance
Authorization:	SN
Date returned:	10/10/93

Name of borrower:	Susie Jones
Address:	PO Box 12
Phone #:	450-0000
Date loaned:	1/15/93
Name of tape:	Open House Tape
Description:	Children participating in activities
Authorization:	LW
Date returned:	1/30/93

Name of borrower:	Beth Johnson
Address:	121 Montana Lane
Phone #:	777-7777
Date loaned:	5/1/93
Name of tape:	Therapeutic Intervention Tape
Description:	Series of therapists working w/ a student
Authorization:	LK
Date returned:	5/8/93

NOTE: Always keep originals and only send out copies.

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Before Starting: An Overview

Collecting Data on Videotape

No matter what type of video record is being produced (an individual child tape to share with parents, an early/late year assessment, or a therapeutic intervention), raw videotape footage must be gathered from which to produce the composite tape. For the purpose of this manual, the terms "videotape" or "video data" refer to the raw footage shot in the classroom while "video record" or "composite tape" refers to the edited product.

Before beginning to videotape it is important to have specific videotaping goals in mind in order to know what type of child data needs to be videotaped. Once goals have been identified, it then becomes easier to determine which classroom activities will provide the needed data (see "Videotaping Classroom Activities," page 15). In order to record a variety of skills, behaviors, and interventions, videotaping should occur at different times throughout the day. These videotapes then provide the raw data which will be needed to produce a specific video record.

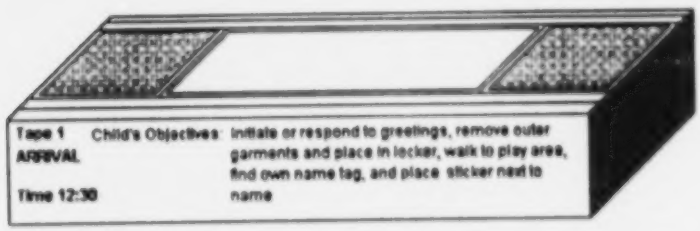
Integrating Videotaping into the Classroom Schedule

In order for videotaping to be successfully integrated into daily classroom schedules, the activities and skills to be videotaped must be identified and incorporated into weekly lesson plans. For example, if a child's Individualized Education Plan (IEP) includes social interaction and language goals and objectives, target specific times and locations in which these skills can be captured on videotape. If a therapist visits the classroom on a specific day, schedule videotaping time during the therapist's visit in order to record the therapeutic

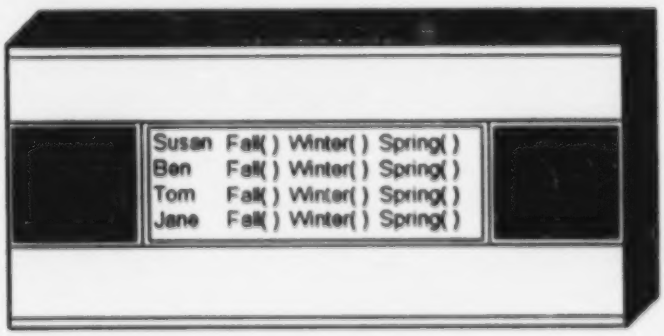
intervention. A Classroom Videotaping Schedule follows to illustrate how videotaping may be integrated into the classroom routine (see also "Videotaping Classroom Activities," page 15).

Setting up a Labeling System

There are two basic ways to organize data videotapes--by child or by activity. If video samples are needed for only a few students, it may be more efficient simply to organize by child and to keep individual tapes for each student. However, when several children have IEPs, it is easier to organize by activity. To organize by activity, each tape should have a label along the spine specifying the activity (e.g., circle, snack, or learning centers), the time it occurs, and which skills are to be taped. Each activity tape is then used to record all the children during that activity. (See illustration below.)


Tape 1 Child's Objectives: Initiate or respond to greetings, remove outer garments and place in locker, walk to play area, find own name tag, and place sticker next to name
ARRIVAL
Time 12:30

By placing another label on the top of the videotape, the school term and all the children's names can be listed. As soon as desired footage of a specific child during an activity has been recorded, check off the term (fall, winter, spring) behind the child's name on the tape label. This indicates that taping of the child for that particular skill or activity has been completed for that term. (See illustration below.)



VIDEOSHARE
Classroom Videotaping Schedule

Tape #	Time	Activity	Skills to Tape
1	12:30 p.m.	Arrival	-initiate or respond to greetings -remove outer garments and place in locker -walk to play area -find own name tag
2		Social Play	-learn to play appropriately with peers: -share -request to play -put toys away before choosing others
3		Language/Communication	-increase receptive and expressive vocabulary -request desired toy or activity appropriately
4	12:45 p.m.	Transition to Circle	-stop playing when triangle is rung -put toys away -line up to walk to circle area
	12:50 p.m.	Circle	-walk to circle area -find available chair -participate in roll call, calendar, singing, show-n-tell, and teacher directed activities -learn fundamental sign language -take turns expressing ideas
5	1:10 p.m.	Transition to Small Groups	-line up -walk to activity area
		Small Groups	-work cooperatively -share materials -work on fine motor skills -follow sequenced directions -complete activity -assist in clean-up

Tape #	Time	Activity	Target Areas
6	1:15 p.m.	Gym	-listen and follow directions in a large group -develop large motor skills -develop cooperation skills
7	1:45 p.m.	Recess	-walk to locker -put on coat, hats, gloves, boots, etc. -wait in line until all are ready -improve gross motor skills -practice cooperative play skills -any other transitional activities
8	2:05 p.m.	Snack	-wash hands -raise hand and wait quietly until teacher calls on child -practice using spoken or sign language to request desired food items and communicate with peers -use appropriate snack skills -wait/ask to be excused -assist in clean-up
9	2:25	Transition to Learning Centers	-line up -walk to activity area
	2:30	Learning Centers	-follow instructions or -engage in free exploration -work independently or -work with peers -develop fundamental language, social, motor, and pre-academic skills
10	3:00 p.m.	Wrap-up & Dismissal	-participate in end of day activity -wait for dismissal -walk to locker area -gather personal belongings -put on outer garments -wait until parent is ready to exit

By documenting who and what is on each tape, this labeling system will eliminate hours of tedious searching when looking for footage of a specific skill area. This process will also keep track of activities that have been taped and will prevent unnecessary duplication. For a step-by-step procedure, see "Setting Up the Data Sampling System" on page 12.

Videotaping in the Classroom

One of the goals of videotaping in the classroom is to obtain an overall picture of a child's ability and progress. This is achieved most simply by using a schedule which designates specific times and locations for videotaping to occur. Inevitably, some unique shots will be missed. However, the important issue is to obtain the truest depiction of a child's abilities and his most consistently occurring behaviors. At the beginning of the school year it may be important to document challenging behaviors, while during the latter part of the school year it is important to document optimal child performance in order to demonstrate gains made over the year.

Another goal of videotaping is to illustrate therapeutic interventions. Although some therapeutic interventions may be captured on videotape during the normal course of classroom videotaping, video records of this type can be more labor intensive when they require planning and coordinating with a specialist. It is best to have a person operating the camera, setting up and positioning the camera for clear shots, changing camera angles, zooming in for close-ups, and sometimes reshooting parts of the session. It is important to practice moving the camera up and down (tilting) and from side to side (panning) with slow, steady movements. This will eliminate the wobbly "home movie" effect and will result in videos which are enjoyable to watch. Though these records are labor intensive during videotaping, they frequently require less editing.

With the exception of planned demonstrations of therapeutic interventions, videotaping in the

classroom should be as unobtrusive as possible. At first children may want to act out in front of the camera. To help avoid this problem set up the tripod and camera in the classroom before actually videotaping and treat them matter-of-factly. The camera should be placed in a visible but secure location, with all cords stored safely out of the way. With regular use the camera will become a familiar sight in the classroom and will no longer attract undue attention as students become comfortable with having it in the classroom.

When beginning to videotape it is natural to want to set the camera up, push "record," and leave the camera recording for an entire activity. In some cases this approach may be useful, for example when gathering footage of a specific child or of daily activities to share with parents. However, videotaping efficiency can be improved by concentrating on key interactions or activities, preferably taping for only 20 to 30 seconds at a time. For taping sessions that last longer than 20 to 30 seconds, shoot the beginning, middle, and end of the activity. For example, if circle time is approximately 20 minutes, one videotaped session of circle time should yield 45 to 60 seconds of tape containing the beginning, middle, and end of circle. This technique of interval sampling will increase the quality of data collected while greatly reducing the amount of video footage which will have to be edited.

It is a good idea to review footage frequently to check for content. For example, does the footage have useful information on a particular child or activity? If so, this should be noted on the label. It is also important to review tapes for technical aspects as soon after shooting as possible. Does the lighting in the classroom seem bright enough to provide clear images? Are the images focused? Is the camera placed so that it is recording the targeted child or activity? It is extremely important to remember that, after footage has been reviewed, the videotape should be wound to the end of all taped footage before being returned to its case for further taping later. Valuable footage can be lost by such a simple oversight. After a videotape has been completed, remove the tab on the spine to ensure that the videotape cannot be taped over.

Editing

In the beginning it may take as long as two to three hours to review original tapes containing video data and to edit them into a five minute video record. For this reason, techniques such as planning shots, interval sampling, and in-camera editing should be used in an effort to keep raw footage to a minimum. In addition, the editing process can be made faster by using a video camera that has an internal clock, calender, and counter. With the clock and calendar, the user has the option to record the time and date of a shooting session directly onto the videotape footage. When reviewing the tape later, general activities can be identified by the time and date. With the counter, the user can set the beginning of the tape at zero, and then note the number on the counter which marks the beginning of a particular segment of tape which will be edited later (see page 23).

Setting Up the Data Sampling System

The following step-by-step procedure provides detailed information on how to implement the VIDEOSHARE Data Sampling System in the classroom. This system can be adapted to fit into any curriculum and classroom.

STEP 1 - Identify Goals and Activities

Identify videotaping goals which correspond to specific IEP goals and objectives for each child. Choose activities that will illustrate child progress on specific objectives. In most cases a tape should illustrate a progressive mastery of skills acquired over a period of weeks or months. For example, videotape a child when she is beginning to identify colors. Periodically tape the child at later times as she progresses through the learning process until the skill is mastered. By using this technique of periodic skill sampling, the videotape for this skill will show the progress the child makes as she learns color identification. This technique can be used with a wide variety of IEP objectives.

STEP 2 - Identify Times and Locations

After goals and activities have been identified, select approximate times and locations of activities to be videotaped. For example, if skills such as parallel play or cooperative play are encouraged during free play time and targeted as videotaping goals, schedule videotaping sessions at this time on the Weekly Planning Sheet. Also identify times during the day at which optimal and less than optimal performance are likely to occur. If optimal performance is to be recorded, then it is necessary to schedule videotaping at a time of day in which the child is rested and ready to work or play. A completed Weekly Planning Sheet is illustrated on

VIDEOSHARE
Weekly Planning Sheet

Week of 3/8 – 3/12/93

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Children's Names and Targeted Skills
	Responsible Staff Member / Activity to be Taped					
12:30	Tim entry freeplay		Tim entry freeplay		Tim entry freeplay	• Cooperative play skills • sharing • imitation
12:40						
12:45						
1:10						
1:15						
1:45						
1:50						

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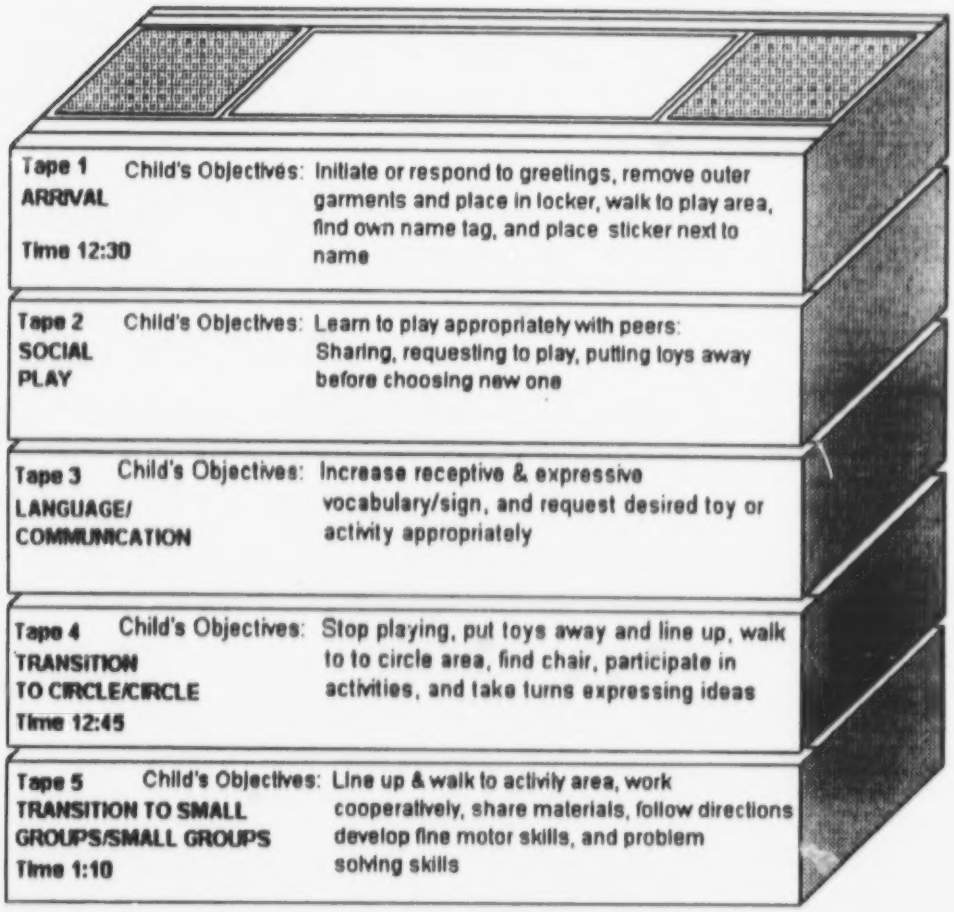
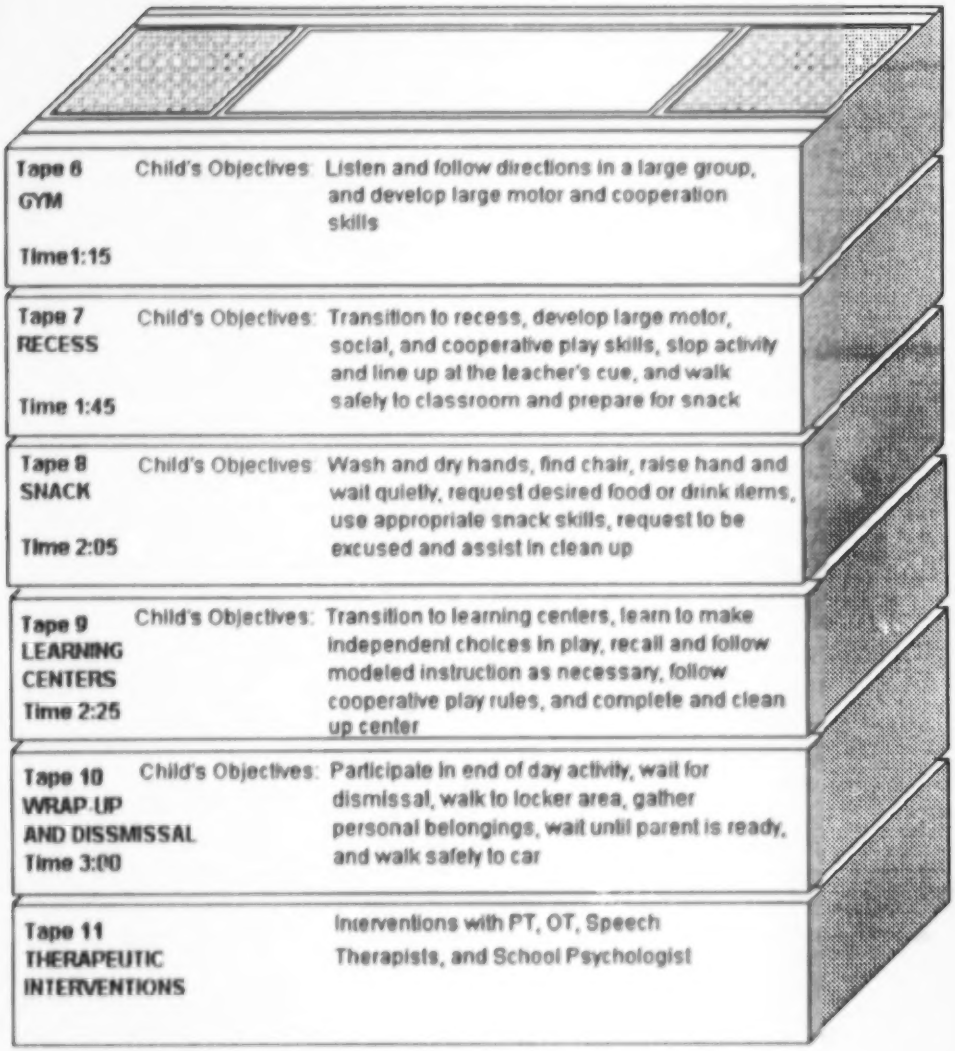
the following page, and a blank one can be found in Appendix D. For a schedule of activities and skills which can be taped, refer to the Classroom Videotaping Schedule following page 8.

STEP 3 - Label Tapes

Label several blank tapes according to daily activities as illustrated below. As activities change throughout the day it is easy to quickly identify and access a specific tape for any given activity. As stated previously, if taping is needed for only a few students it may be more efficient to use individual child tapes instead of numerous activity tapes.


Tape 1 ARRIVAL Time 12:30
Child's Objectives: Initiate or respond to greetings, remove outer garments and place in locker, walk to play area, find own name tag, and place sticker next to name
Tape 2 SOCIAL PLAY
Child's Objectives: Learn to play appropriately with peers: Sharing, requesting to play, putting toys away before choosing new one
Tape 3 LANGUAGE/ COMMUNICATION
Child's Objectives: Increase receptive & expressive vocabulary/sign, and request desired toy or activity appropriately
Tape 4 TRANSITION TO CIRCLE/CIRCLE Time 12:45
Child's Objectives: Stop playing, put toys away and line up, walk to to circle area, find chair, participate in activities, and take turns expressing ideas
Tape 5 TRANSITION TO SMALL GROUPS/SMALL GROUPS Time 1:10
Child's Objectives: Line up & walk to activity area, work cooperatively, share materials, follow directions develop fine motor skills, and problem solving skills


Tape 6 GYM Time1:15
Child's Objectives: Listen and follow directions in a large group, and develop large motor and cooperation skills
Tape 7 RECESS Time 1:45
Child's Objectives: Transition to recess, develop large motor, social, and cooperative play skills, stop activity and line up at the teacher's cue, and walk safely to classroom and prepare for snack
Tape 8 SNACK Time 2:05
Child's Objectives: Wash and dry hands, find chair, raise hand and wait quietly, request desired food or drink items, use appropriate snack skills, request to be excused and assist in clean up
Tape 9 LEARNING CENTERS Time 2:25
Child's Objectives: Transition to learning centers, learn to make independent choices in play, recall and follow modeled instruction as necessary, follow cooperative play rules, and complete and clean up center
Tape 10 WRAP-UP AND DISSMISSAL Time 3:00
Child's Objectives: Participate in end of day activity, wait for dismissal, walk to locker area, gather personal belongings, wait until parent is ready, and walk safely to car
Tape 11 THERAPEUTIC INTERVENTIONS
Interventions with PT, OT, Speech Therapists, and School Psychologist

STEP 4 - Identify Responsible Party

In many preschool and special education settings, personnel work schedules may vary throughout the week. It is important to coordinate videotaping plans with personnel schedules and to communicate these plans to the individuals responsible for videotaping. After deciding what, when, and where to tape, use the Videotaping Request Form to record detailed information on planned videotaping activities. This form is then used to notify staff members in advance of when they are responsible for taping, as well as what to tape. It may be posted or given directly to the person who will be videotaping. See the following page for a completed example of the Videotaping Request Form and Appendix E for a blank form.

STEP 5 - Ensure Safety

When setting up equipment in the classroom, make sure that it is in a safe position out of heavy traffic areas so that children will not trip over cords, bump into the camera, or knock it over. Having a video camera in the classroom also makes it possible to document behavioral interventions as they occur. Documenting specific interventions not only provides a visual record of the intervention used and how it was implemented, but also will provide a valuable source of immediate feedback for classroom staff. Whenever possible, the camera should be used when intensive behavioral interventions are required, but it should never take the place of proper supervision of staff.

VIDEOSHARE
Videotaping Request Form

Date(s) to be taped: (continue until objective is taped)	9/19/93
Time:	10:00 – 11:00
Activity/task: (entry, circle, instructional program, etc)	Circle and Learning Centers
Child(ren) to be taped: (all, specific child-to-child interactions)	Susie, Johnny
Requested by:	Shelley
To be taped by:	Rhonda

Date(s) to be taped: (continue until objective is taped)	11/1/93
Time:	12:30 – 1:00
Activity/task: (entry, circle, IEP's, etc)	Entry, free play, transitions
Child(ren) to be taped: (all, specific child-to-child interactions)	Tiffany, Peter, Sam
Requested by:	Linda
To be taped by:	Tim

Date(s) to be taped: (continue until objective is taped)	3/29/94
Time:	2:00 - 3:00
Activity/task: (entry, circle, instructional program, etc)	Recess, snack, Small group
Child(ren) to be taped: (all, specific child-to-child interactions)	Heather, Robin, Anne, Paul
Requested by:	Jane
To be taped by:	Lisa

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Videotaping Classroom Activities

During daily activities children acquire and exercise different skills. By videotaping during these activities it is possible to gather the data needed for assembling video records. Additionally, designating various times and locations to videotape will ensure that a wide range of representative behaviors are obtained. Remember to have clearly labeled activity tapes available at all times to ensure quick access and to encourage consistent taping procedures. The following sections list activities and skills that can be videotaped during the school day.

Arrival

Throughout the school day there are many opportunities for learning to occur, beginning with arrival at school. For instance, self-help skills such as removing outer clothing can be documented simply by placing the video camera near the entryway. Also, spontaneous language and social skills occur during this time. The following list includes skills that can be taped during arrival time:

- entering the classroom independently
- initiating and responding to greetings
- removing outer garments
- identifying one's own locker
- placing outer garments and other articles in lockers
- entering activity area

Transitions

Practicing daily classroom transitions helps children to move independently from one activity to another, thus improving self confidence and preparing the child for future environments which require increased independence. There are many times during the day to practice

transitions, and a variety of skills may be videotaped at transition time. The following steps may be needed to transition smoothly from one group activity to another:

- cleaning up
- forming a line to move toward a designated activity
- waiting in line
- moving independently to various activities
- finding and sitting down in a chair or on a mat
- waiting for the activity to begin

Social Play

Most preschools schedule a social or free play time to allow children to play with a variety of toys and interact with peers. This free play time provides an excellent opportunity to videotape children playing with toys appropriately, playing alongside their friends, and interacting with others. This is also a good time to record children using their language skills as they request toys and initiate or respond to interactions. The following list suggests some of the skills that can be captured on tape during social play:

- playing with toys
- sharing
- drawing
- manipulating puzzles
- practicing good manners
- solving problems
- playing next to other peers
- playing cooperatively
- taking turns
- inviting peers to play

When videotaping during this time it is recommended to set the camera up outside the play

area and zoom in on child interactions. The teacher may facilitate child-to-child interactions while the classroom aide videotapes short segments of predetermined activities.

Large Group Instruction (Circle)

There are a variety of activities which occur during circle time that are not easily observed at any other time of the day. During this activity children practice essential attending and participating skills that are needed for kindergarten. It is also a time to practice counting, weather and time concepts, singing songs, and finger plays. The list below summarizes skills that can be taped during circle time:

- attending
- participating
- counting
- identifying patterns
- identifying weather
- taking turns
- recognizing names and colors
- singing
- using sign language
- raising hands
- sharing
- following directions
- practicing language skills during "show and tell"
- listening

Learning Centers

Many early childhood programs include learning centers or small groups in their daily schedules. Learning centers allow children to choose activities that they wish to participate in

while the teacher observes and gathers data for the child's IEP. During learning centers the teacher can teach either naturalistically or directly. While direct instruction consists of the teacher guiding the child through repeated one-on-one instructional trials, naturalistic instruction involves taking advantage of naturally occurring situations. For example, if a child has chosen to go to the play dough center and the teacher observes her having difficulty identifying the play dough colors, he may join the child and teach the color red to her. This is an excellent opportunity to videotape the child learning to identify colors. Additional skills that can be taped during learning centers are:

- following instructions
- socializing
- making choices independently
- attending
- practicing fine motor skills (coloring, gluing, cutting, writing, etc.)
- sorting
- patterning
- writing stories
- reading stories
- using the computer
- solving problems
- completing tasks
- obtaining and using materials appropriately
- playing cooperatively with other children

Snack

During snack time children may use a variety of skills. This is an opportune time to record many developmental milestones in all domains. For instance, some of a child's most easily accessible and useful language skills can be recorded during snack. Children also have an

opportunity to practice self-help skills. Skills that can be recorded during this time include:

- washing hands independently
- using good manners
- identifying food items
- requesting desired food items
- identifying utensils
- using utensils
- eating
- counting
- waiting patiently
- taking turns
- asking to be excused
- assisting in clean up
- transitioning to the next area when finished with snack

Recess

Recess provides another opportunity for children to practice a variety of skills. It is an excellent time to videotape children generalizing social and language skills from the classroom to the playground, interacting with children from other classrooms, and using self-help and fine and gross motor skills. Some of the skills that can be taped on the playground include:

- walking to the locker area
- finding the correct locker
- putting on coats, hats, gloves, and boots independently
- waiting in line
- going to the playground
- initiating and responding to play activities
- playing in the sand box (cooperative play)

- solving problems
- sharing
- taking turns
- practicing motor skills (running, skipping, sliding, riding, climbing, swinging)
- practicing safety skills
- transitioning safely to and from the playground

Individualized Education Plans

One-to-one instructional programming may take place during other activity times. Videotaping these sessions provides valuable documentation of a child's improvements or difficulties in mastering specific IEP objectives.

Additional Activities

There are several other activities which can be videotaped that provide valuable information about a program and its students. These activities include:

- tutoring
- one-on-one sessions
- therapy with related service providers
- field trips
- puppet shows and dramatic productions
- guest speakers
- staff training
- open houses

Using the Video Camera

Once the Data Sampling System has been set up and activities have been identified for videotaping, the next step is to become familiar with using the camera. The following directions pertain to the General Electric CG-9808 VHS camcorder model, which is typical of most home video cameras. However, since there are a variety of models on the market from which to choose, the manufacturer's directions for loading and shooting should be followed. Below are general guidelines for using the video camera and for training others in its use.

Procedure:

1) Remove the battery pack from the charger and insert it into the camcorder. If a supplementary microphone is to be used (see "Sound," page 30) connect the microphone cable to the camcorder.

2) Press the EJECT button to open the door of the cassette holder, gently insert a tape into the camcorder, and close the cassette holder door.

3) Remove the lens cap.

4) Slide the power button to ON position. Subjects should now be visible through the viewfinder.

5) Set the date. On the side of the camera there are 3 buttons: DATE, SEL, SET.

   - Press the DATE button. The month, day, and year at which the camera was last set will appear in the viewfinder.
   - Press SEL (or SELECT). This will cause the month to flash.
   - To advance the month, press SET until the desired month appears.
   - When the desired month appears, press SELECT again to set the month. Now the day will flash. Repeat the above process, pressing SET until the correct day appears, then SELECT to set the day and change to the year.

6) In order to record, activate the RECORD button by pushing the plastic slide over the top control panel. The camera is now ready to record, but it will not begin recording until the red recording button located at the front of the camera is pressed.

7) Press the red recording button at the right front of the camera. When recording is in progress, a green light will appear inside the viewfinder and a flashing red light will be seen by anyone standing in front of the camera.

8) Use POWER ZOOM on the right front, next to the pause button, to get close individual shots of a child or whole group shots at a greater distance.

9) Select AUTO FOCUS, on the left front below the lens, to enable the camera to focus automatically on a subject. This function works well with POWER ZOOM.

10) If there is a lot of activity in front of the camera, AUTO FOCUS will constantly try to refocus on whatever is centered in the viewfinder and this may become distracting. If there is too much activity, MANUAL can be selected, but someone will need to keep track of refocusing the camera.

11) Press the red recording button again to pause recording. If the camera is paused, it will automatically shut off after a certain amount of time of non-recording. If this occurs repeat the above process in abbreviated form.

- Slide the power button to ON.
- Press the DATE button.
- Press the red recording button to begin recording.

12) When finished recording for the day, return the battery pack to the charger and the videotape to its protective box.

13) Repeat this process for every videotaping session.

Feeling confident with videotaping may take some time. One way to alleviate apprehension is to set up the equipment and practice. Familiarity with the equipment reduces anxiety and increases comfort with its operation. Viewing practice tapes immediately also helps in identification of techniques that work well in particular situations.

Editing Video Records

Reviewing Videotapes for Editing

When sufficient data have been collected on videotape, a composite tape consisting of various segments of footage can be edited together to illustrate child performance, classroom activities, or therapeutic interventions. To make this composite tape, video footage that has been collected must first be reviewed. After determining which videotapes will be needed, rewind them to the beginning and zero out the VCR counter. As the tape is reviewed, the numbers on the counter can be noted to keep track of specific segments of footage which will be edited into the composite tape. On the Videotape Review Form, enter the counter number that marks the beginning of the selected footage, along with the child's name and activity. The following page provides a completed example of the Videotape Review Form. See Appendix F for a blank form.

Choosing an Editing Method

After sufficient footage has been identified on the Review Form, it is time to edit. Editing involves selecting sections of footage from an original tape and dubbing them onto a second tape. In this way the selected selections can be arranged in an order relevant to the purpose of the tape (e.g., early and late year demonstrations) and the final composite will be free of unessential footage. There are three ways to edit a composite tape: basic, expanded, and in-camera. The method of editing used is a personal choice and often depends upon the equipment and time available. A limitation of the basic editing method is that only the tape in the recording VCR can be viewed. If the original tape needs to be reviewed, it must be moved to the recording VCR or else the cables must be changed. Expanded editing eliminates this shortcoming with the addition of a switchbox which makes it possible to view either the original or the edited tape with the simple flip of a switch. In-camera editing eliminates the need for editing equipment altogether by editing video footage as it is being taped. Following is a detailed explanation of basic, expanded, and in-camera editing.

VIDEOSHARE
Videotape Review Form

Videotape #: 9 (Learning Centers) Date reviewed: 3/16/93

Reviewers: Pat VCR Model: Panasonic

Note: When reviewing videotapes to edit for a final production, it is important to rewind the videotape to the beginning and zero out the counter. This will allow you to accurately locate the footage you want to edit.

Counter #	Child's name	Activity / Task
0012-0050	Johnny	Parallel play in water trough
0300-0450	Tiffany	Story - attending & participating
1010-2010	Sam & Paul	Social interaction during learning center
2102-3201	Rhonda	Language skills
3301-4001	Pete	Tantrum
4130-4907	Susie & Tom	Sharing/taking turns

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Basic Editing

Equipment Needed

- two VCRs or one VCR and one videocamera
- one television monitor
- one coaxial cable
- one audio/video dubbing cable, with two different colored connectors at each end (i.e., white and red)

Setting Up

* NOTE * Before attaching cables, make sure all equipment is turned off.

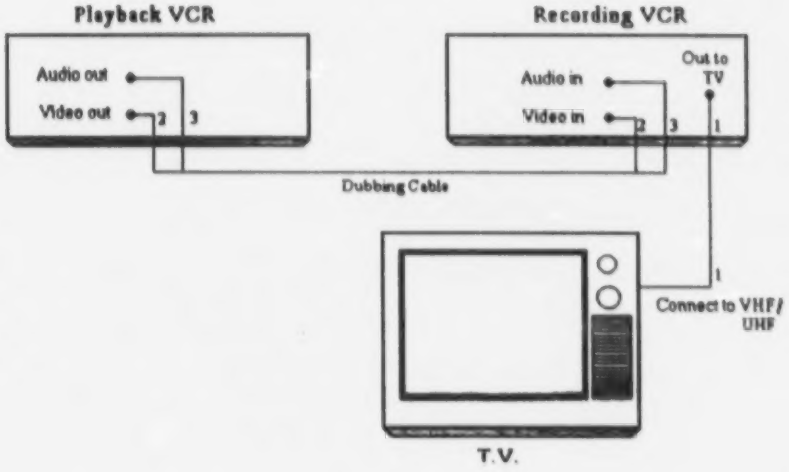
1) Plug one end of the coaxial cable into the VHF/UHF port on the back of the television and plug the other end of the cable into the IN FROM ANTENNA or OUT TO TV port on the Recording VCR.

2) Label one VCR as Playback and one as Recording. Plug the white connectors of the dubbing cable into VIDEO OUT on the Playback VCR and into VIDEO IN on the Recording VCR.

3) Plug the red connectors of the dubbing cable into AUDIO OUT on the Playback VCR and into AUDIO IN on the Recording VCR.

4) Turn on power to both VCRs.

(See corresponding numbers in the diagram below.)



* NOTE * Double check to make sure all plugs fit tightly and correctly.

Editing Procedure

1) Insert original tape into the Playback VCR.

2) Insert a blank tape into the Recording VCR.

3) Wind original videotape to the counter number which marks the beginning of the section to be recorded.

*** NOTE *** Be careful not to erase the original tape.

4) Press the PLAY and RECORD buttons on the Recording VCR while simultaneously pressing PLAY on the Playback VCR.

*** NOTE *** Most VCRs vary in start and stop speed, so that the timing of edits depends upon the type of VCR. In order to achieve a clean edit, allow the Playback VCR with the original tape to start moving before pressing PLAY and RECORD on the Recording VCR.

5) In order to ensure success, review the edit just made by rewinding and playing the tape in the Recording VCR. Remember to check both the video and audio portions of the edit.

6) If the edit did not occur, go back to the beginning and check for loose cables and correct cable placement.

7) If the VCRs are functioning properly and the edit is satisfactory, continue by winding each tape to the desired place. Because the coaxial cable is connected to the Recording VCR, only tapes in this VCR can be viewed. If it is necessary to view the original tape, either move the original tape to the Recording VCR to view it or transfer the VCR end of the coaxial cable from the Recording VCR to the Playback VCR. Expanded editing (see page 26) makes it possible to avoid these transfer steps.

*** NOTE *** Allow ample time to achieve an edit. When something is needed "now" the machine will inevitably malfunction and ruin one's life.

Expanded Editing

Equipment needed

- two VCRs
- one television monitor
- three coaxial cables
- one audio/video dubbing cable, with two different colored connectors at each end (i.e., white and red)
- one video switch box with at least three ports

Setting Up

1) Plug one end of a coaxial cable into the VHF port on the back of the television and plug the other end of the cable into the TO TV port on the video switch box.

2) Label one VCR as "A" and the other as "B." Plug the white connectors of the dubbing cable into VIDEO OUT on the Playback VCR and into VIDEO IN on the Recording VCR.

3) Plug the red connectors of the dubbing cable into AUDIO OUT on the Playback VCR and into AUDIO IN on the Recording VCR.

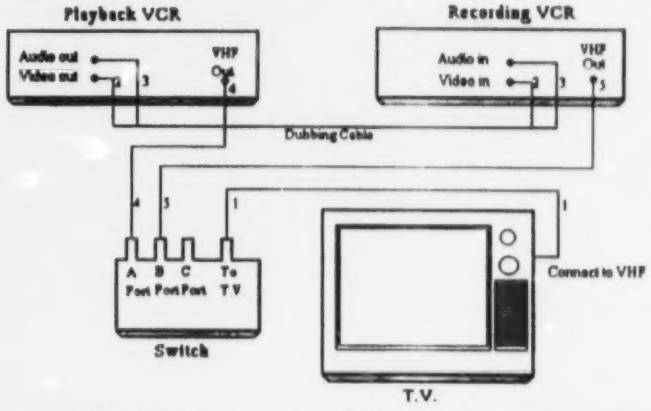
* NOTE * Both audio/video dubbing cables remain the same as in Basic Editing.

4) Plug one end of another coaxial cable into VHF OUT on the Playback VCR and the other end into the "A" port on the video switch box.

5) Plug one end of the remaining coaxial cable into VHF OUT on the Recording VCR and the other end into the "B" port on the video switch box.

6) Turn on power to both VCRs.

(See corresponding numbers in diagram below.)



* NOTE * Double check to make sure all plugs fit tightly and correctly.

Editing Procedure

The procedure for Expanded Editing is identical to that for Basic Editing, with the exception that the TV is connected to both VCRs and it is possible to view tapes in either VCR at any time during the editing phase. Pressing "A" on the switch box enables one to view the original tape in the Playback VCR. Pressing "B" allows one to view the videotape in the Recording VCR.

In-Camera Editing

In-camera editing may be used at any time during taping sessions but is most useful when footage is needed on short notice. It involves taping one scene, pausing the camera off, moving the camera, and then taping another scene. By using this method, scenes can be edited together inside the camera rather than having to use two VCRs. Even if editing will be required later, in-camera editing greatly reduces the amount of footage which must be reviewed. A shortcoming of this method is that it may be difficult to get smooth transitions between different sections of footage. This sampling system works best when taping activities of relatively long duration, such as circle and free play. Child-specific footage may also be taped using in-camera editing. After reviewing footage, always remember to fast forward the tape so that desired footage will not be recorded over.

Equipment Tips

Camera

When selecting a camera it is important to select a model with internal clock and calendar features. These features make it possible to identify specific sections of videotape footage and to locate them later for editing. In addition, many cameras come with remote control units that make it possible to videotape activities at a distance and, in some cases, may alleviate the need for an extra person in the classroom to operate the camera. However, in order to use a remote control operated camera, the teacher must plan ahead and choose to tape an activity in which the child will remain in one area.

Battery Pack and Charger

The battery pack is a valuable feature which eliminates the tangle of cords attached to the camera, making videotaping in the classroom less obtrusive and rendering the camera much more mobile. A battery-pack will allow videotaping for up to two hours at a time without requiring an external electrical source. Most video cameras come with a battery charger so that the battery pack can be recharged. In certain cameras it is important to recharge the battery immediately after use, as the battery's power will be greatly reduced if it is not replaced. Be sure to follow the directions in the instruction manual for recharging the battery. When taping for an extended period of time, most battery chargers can be plugged into a wall outlet that will supply continuous power to the video camera. However, the camera will be less portable and cords will need to be secured so that children will not be at risk for electrical shock or tripping.

Tripod

Using a tripod for the first time may seem awkward and inconvenient, but with practice the tripod quickly becomes a practical tool which helps to alleviate the wobbly effect that results

from hand-held taping. First, set up the tripod in a central location. After adjusting the tripod and camera to the appropriate level, it will be easy to move the camera in all directions with the slow, steady movements which eliminate the jerky "home movie" effect and create videos which are enjoyable to watch.

When purchasing a tripod, a basic feature to look for is stability. Look for a tripod that has a sturdy metal camera mount with quick release action. Does the tripod hold the camera steady without wobbling? When the camera is mounted does it pan evenly from side to side? Does it tilt up and down smoothly? In addition, a dolly, or rolling stand for the tripod, can further increase maneuverability of the camera in the classroom.

Sound

Most video cameras come with built-in microphones that are omni-directional, meaning that they record sound from all directions. A common problem with this type of microphone is that it tends to pick up background noise in the vicinity of taping. Much of the background noise can be eliminated if the camera is kept very close to the subject, but this is often too intrusive when taping children. For this reason, when taking individual language samples or targeting a specific child's verbal interactions, it is helpful to use a microphone with a long cable attached to it. Many cameras have microphone jacks so that a microphone cord can be attached to the video recorder. This second microphone can be placed closer to the child while the camera remains on the tripod at a distance. A microphone plugged into the microphone jack will bypass the camera's built-in microphone, thus improving the clarity of the audio track of the videotape recording. There are a variety of microphones on the market at widely varying costs, and any number of them may be used in a variety of situations.

Lighting

Normally, classroom videotaping will not require the use of an extra light source. Most indoor lighting should be adequate. Switching on additional lamps and overhead lighting will help to

improve light levels. When videotaping indoors, light may reflect off mirrors, windows, shiny table tops, and other surfaces. To avoid reflections and improve video quality, the camera lens should not be pointed in the direction of these types of surfaces. Additionally, when videotaping outdoors never point the camera lens directly at the sun.

Storage and Retrieval

Designate a location for the storage of all videotapes and equipment so that they are easily accessible. Video-based records should be treated in the same manner as confidential paper-based records. A storage unit that can be locked is recommended. Also it is useful to have an open carrying case which allows the tapes to be organized together. If tapes are labeled according to various activities, the case will conveniently display the labels on the spines of the cassettes. Tapes should always be stored at room temperature and away from magnets, which may cause tape degradation or erasure.

Conclusion

The VIDEOSHARE Project promotes the unobtrusive use of video technology in classrooms to supplement traditional academic and developmental measures and to record vital information which will help determine future interventions, educational programming, and placement. When using the VIDEOSHARE Model, it is important to obtain permission from parents or guardians before beginning to videotape in the classroom. In addition, videorecords should be given careful, confidential treatment and access should be limited to authorized personnel. The VIDEOSHARE Model employs a Data Sampling System which increases efficiency and greatly reduces the time needed to produce effective video records. This System includes: setting clear goals for videotaping, identifying times and locations of activities to be videotaped, identifying a party responsible for videotaping, insuring safety, and labeling tapes to keep track of which students and activities have been videotaped. After the Data Sampling System has been set up, video records are produced by videotaping classroom activities and editing the footage of these activities into composite videotapes.

By completing and returning the VIDEOSHARE Site Assessment and Adoption Site Registry, both included in this module, readers will be eligible for technical assistance and workshops through the VIDEOSHARE Project. Further information about videotaping can also be found in the following sources:

Dowrick P. (1991). Practical guide to using video in the behavioral science. Wiley-Interscience: New York.

Schroeppel, T. (19920. Video goals: Getting results with pictures and sound. Tampa.

Thom, R. (1989). Audio craft: An introduction to the tools and techniques of audio production. National Federation of Community Broadcasters: Washington D.C.

Utz, P. (1989). Recording great audio. Quantum Publishing INC.: Fort Worth.

Appendix

VIDEOSHARE Project

Consent To Film, Photograph, and Videotape

One of the main components of this project is to videotape children's interactions throughout the school year to document social and educational gains. Tapes are available for those families who request copies for their own records. Because the entire class may be videotaped together, we ask parental permission to loan tapes to other families who are enrolled in the program and to other agencies for educational purposes. If you have any questions, please contact your child's teacher.

I hereby give my consent to photograph, film, or videotape my child,

_____.

I have been informed and understand that the photographs, films, videotapes, or any reproduction thereof may be used and distributed to authorized personnel for the purposes of illustrating my child's progress or training persons in the field of education. I consent to such use of the above listed media. I also understand that the parents of other children in the program may see my child on videotapes of their own children. I further understand that I can revoke my consent at any time.

_____

Signature

_____

Date

VIDEOSHARE
Access Log

Information contained on these videotapes is to be treated as confidential and the tapes are not to be viewed by anyone other than authorized personnel. No part of this information shall be released without written permission of the parent or legal guardian and authorized school personnel.

Authorized personnel who have legitimate access to these records are the same as those with access to paper-based records. Usually this includes:

1) the student's parent or legal guardian

2) school officials, teachers, school psychologists, therapists, or other support staff within the school that have legitimate educational interest in the student's program

3) personnel collecting or editing videotape data

4) those with court orders.

Name	Child's Name	Date	Reason for Access

Permission to copy granted by the VIDEOSHARE Project, Division of Educational Research and Service, The University of Montana, 1993.

VIDEOSHARE
Videotape Loan Log

Name of borrower:	
Address:	
Phone #:	
Date loaned:	
Name of tape:	
Description:	
Authorization:	
Date returned:	

Name of borrower:	
Address:	
Phone #:	
Date loaned:	
Name of tape:	
Description:	
Authorization:	
Date returned:	

Name of borrower:	
Address:	
Phone #:	
Date loaned:	
Name of tape:	
Description:	
Authorization:	
Date returned:	

NOTE: Always keep originals and only send out copies.

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VIDEOSHARE
Weekly Planning Sheet

Week of _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Children's Names and Targeted Skills
	Responsible Staff Member / Activity to be Taped					
12:30						
12:40						
12:45						
1:10						
1:15						
1:45						
1:50						

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VIDEOSHARE
Weekly Planning Sheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Children's Names and Targeted Skills
	Responsible Staff Member / Activity to be Taped					
2:05						
2:15						
2:20						
2:25						
2:50						
2:55						
3:00						

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VIDEOSHARE
Videotaping Request Form

Date(s) to be taped: **(continue until objective is taped)**	
Time:	
Activity/task: **(entry, circle, instructional program, etc)**	
Child(ren) to be taped: **(all, specific child-to-child interactions)**	
Requested by:	
To be taped by:	

Date(s) to be taped: **(continue until objective is taped)**	
Time:	
Activity/task: **(entry, circle, IEP's, etc)**	
Child(ren) to be taped: **(all, specific child-to-child interactions)**	
Requested by:	
To be taped by:	

Date(s) to be taped: **(continue until objective is taped)**	
Time:	
Activity/task: **(entry, circle, instructional program, etc)**	
Child(ren) to be taped: **(all, specific child-to-child interactions)**	
Requested by:	
To be taped by:	

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VIDEOSHARE
Videotape Review Form

Videotape #: _____ Date reviewed: _____

Reviewers: _____ VCR Model: _____

Note: When reviewing videotapes to edit for a final production, it is important to rewind the videotape to the beginning and zero out the counter. This will allow you to accurately locate the footage you want to edit.

Counter #	Child's name	Activity / Task

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VIDEOSHARE Adoption Site Registry

The undersigned has completed the Site Assessment and is registered as a VIDEOSHARE Adoption Site. Site personnel are therefore entitled to obtain no-cost technical assistance by using their assigned toll-free telephone number and identifying themselves as listed below.

Agency Name	*Address*
Contact Person	*City, State, Zip*
Phone Number	*Date*

Signature

VIDEOSHARE Outreach Project
Division of Educational Research and Service
CO-TEACH Programs
The University of Montana
Missoula, MT 59812
(406) 243-5344